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ABSTRACT

This workbook is intended to help parents plan for the adult life of their developmentally disabled son or daughter. Much of the book's content is presented in the form of exercises and activities. Part 1 focuses on overall planning and considers living options, working options, and leisure options available in most communities. It offers activities to begin planning in these areas, activities to identify strengths and training needs, and an outline of things to consider in developing a "Lifeplan." Part 2 addresses development of the specific Lifeplan. It contains guidelines for writing Lifeplan goals, a list of sample goals, and a blank Lifeplan; action plans to identify what needs to be done to meet Lifeplan goals; information and activities about how people learn new skills; suggestions and activities for helping the disabled individual learn new skills; and suggestions on how to get others involved in the plan through team building, advocacy, community organizing, and ongoing evaluation of the Lifeplan. Includes a glossary and 42 references. (DB)

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LIFEPLAN

A workbook for assisting parents of people with developmental disabilities in thinking about the future

by
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1990

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Preface

We all experience important transitions during our lives. The movement from school to adult life is perhaps one of the most significant of these changes. This book has been written for parents and friends who are assisting persons with developmental disabilities in making life transitions. It is intended to be a practical guide to help the reader understand the many activities that should be considered when planning for adult life.

Certain basic beliefs about people with developmental disabilities and their transitions have shaped the content of this book. They are:

- All people with disabilities can assume valued status in society and can contribute to their communities.
- Parents and friends can play a significant role in assisting people with disabilities to transition successfully from school-life to the adult world or in other transitions as we become adult members of the community.
- The primary outcomes of transition to the adult world include the attainment of a comfortable home, self-management of one's daily living, a social support network, personal productivity, and self-satisfaction with one's life style.
- The skills taught in school or adult service programs should match the skills needed by adults in the local community; and, these skills should be taught in natural environments, such as age-appropriate, integrated schools, typical business and recreational facilities, and community work sites.
- The movement from school to adult life should be guided by systematic planning which links students' school experiences to post-school activities.
- Educational and community service agencies should engage in comprehensive, cooperative planning which effectively implements and coordinates the services needed by students.

Much of the content of this book is presented in the form of exercises and activities. While there is no one right way to use the exercises, it is critical that parents and friends closely involve the person with a disability in the process of planning his/her future. To learn, all of us must be presented with choices, be assisted in making mature judgments, and be allowed to experience the consequences of those choices.

This book has been produced by the TACT Project, a federal grant which involves collaborative relationships among several agencies in the North Bay Area: the California Institute on Human Services (Dr. Tony Apolloni, Mr. Tim Hobbs); the Napa County Office of Education (Mr. Ed Henderson, Mr. Erwin Bollinger); The Napa Valley Unified School District (Mr. Jim Gibbany); North Bay Regional Center (Dr. Gary Nakao), the California Department of Rehabilitation (Mr. Ed Hoeffer); Napa Personnel Systems (Ms. Penny Snyder); Napa Valley Activity Center (Ms. Isabel Harris); and, Ms. Kathy LaMar of the Sonoma County Office of Education.

I am sure that I speak for all of those who are associated with the TACT Project in saying that we hope this book will facilitate improved transitions for all persons with developmental disabilities.

Dr. Tony Apolloni
TACT Project Director

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Introduction to the *Lifeplan* Workbook

People with developmental disabilities, their parents, advocates and friends have been working hard to make integration a reality. Integration does not just mean being present in the community, but participating as well. It means living and working with people who are not disabled.

For students in school, it means:

- Attending class at a school close to home with students who are not disabled.
- Going to school with students who are the same age.
- Having a chance to learn new skills along side students who are not disabled.
- Being educated in the community (not just the classroom) which leads to more independence as an adult.

For adults with developmental disabilities, it means:

- Living next door to other adults who are not disabled.
- Training which helps people be more independent and make their own decisions.
- Chances to use the community in the same ways and at the same times that other people use it.
- Real work for real pay in community jobs alongside workers who are not disabled.

None of these things will happen on their own. They all take planning.

The Importance of Life Planning

"None of us makes our life alone. We each rely on a variety of formal and informal resources to create better life experiences.... People with severe handicaps count on more able people's planning and organizing skills for help to identify and coordinate resources to meet life's challenges."

John O'Brien

What to expect in your *Lifeplan* workbook

Part 1: Building a Vision of the Future

A. What Is and What Can Be?

Living Options. A review of the types of living options which are available in most communities and information on what to look for when choosing a place to live.

Working Options. A review of the types of work options available in most communities and information to help you select a work option.

Leisure Options. A review of the types of leisure options available in most communities and information to help you choose appropriate leisure options.

B. Thinking About the Future.

Activities to help you begin planning for future living, working and leisure options.

C. Strengths and Needs.

Activities to help identify your son/daughter or friend's strengths and possible training needs.

D. All Things Considered.

An outline all of the things which should be considered in developing a ***Lifeplan.***

Part 2: Making A Plan and Making It Work

A. Writing a Lifeplan.

Instructions for writing *Lifeplan* goals, a list of sample goals and a blank Lifeplan for your future use.

B. *Putting Your Lifeplan into Action.*

Activities to help you identify what needs to be done to meet your *Lifeplan* goals.

C. *How People Learn.*

Some information and activities about how people learn new skills.

D. *Basic Teaching Tips*

Suggestions and activities for helping your son/daughter or friend learn new skills.

E. *Working with Others*

Suggestions and activities on how to get others involved in the plan, including: building a team; basic advocacy tips; planning for community organization; and, how to tell if your *Lifeplan* is working.

How to Use the *Lifeplan* Workbook

The two major sections of this workbook are divided into the following sections:

- A brief **Introduction** that explains the purpose of the chapter and how it can be used to write your ***Lifeplan.***
- **Key Thoughts and Practical Hints** that help you make the most out of the chapter.
- **Checklists or Activities** to help you look at living, working and leisure options, plan for the future and put your plans into action.
- **Things to Remember** about the important points in the chapter.

The purpose of each chapter is to give you the information you will need to develop a *Lifeplan* with your son/daughter or friend. Terms found in **bold letters** are defined in a glossary at the end of the workbook.

Part 1: Building a Vision For the Future

"My parents always had a dream for my brothers and sister for when they grew up, but nobody had a dream for me, so I never had a dream for myself. You can never have a good life if nobody ever has a dream for you, unless you learn to have a dream for yourself."

Connie Martinez
Capitol People First

Part 1 ..... has five sections:

A. What Is and What Can Be?

B. Thinking About the Future

C. Strengths and Training Needs

D. All Things Considered

A. What Is and What Can Be?

A summary of living, working and leisure options.

Living Options

When writing a *Lifeplan* it's important to think about where your son or daughter or friend will be living in the future. Will he or she continue to live at home, live on their own or with a roommate? How do you decide?

Deciding about future living options is not easy. You need to think about:

- What your son/daughter/friend wants to do.
- What you can do in meeting the living needs of your son/daughter/friend as they become adults.
- The kinds of training and supervision needed by your son/daughter or friend to live as independently as possible.
- The kinds of living options available in your local community.

What about Living Options?

If you are thinking about a future living option outside of your present home, it's a good idea to start planning right now. You would want to include in your plans:

- Goals and objectives which will help your son/daughter or friend live more independently. For example, buying and cooking food, household chores, self-care, etc.
- Plans to visit local community living options.
- Visits with others who know about alternative living arrangements.

Key Thoughts and Practical Hints about Living Options

- There are different types of living options depending on individual needs for training and supervision, e.g. small family care home; supervised apartment, independent living, etc.
- It's important to think about how you and your son or daughter or friend choose to live right now before you start looking at future living options. You can do this by completing **How do you live?** (later in this Chapter)
- You can start looking at the future by completing **A Checklist for Future Living Needs** (later in this Chapter).
- There are many ways to look at possible living options. **A Housing Checklist** (also later in this chapter) is one of them.

Typical Community Living Options

When people with developmental disabilities want to change their living arrangement, they need to consider the **living option** that will suit them best. Licensed living options are based on a person's need for care, supervision and training. People who operate community care facilities are known as **Residential Service Providers**. The **rates** that are paid to residential service providers are based on a person's needs. This money is usually a combination of **Social Security benefits** and state funds. A portion of Social Security benefits are for individual needs and are called **Personal and Incidental funds.**

People who live in licensed residential options receive training based on goals which are written in the **Individual Service Plan**. Training is carried out in the home and the community and is focused on things which will help people live more independently.

Programs which provide **Independent Living Skills Training** are also available for people who will be living on their own or with supervision. Once people are living on their own, an **Independent Living Program** will help people with the support they need to stay there. This might be help with managing money or cooking a meal. People who live independently might live by themselves, with roommates or in an apartment where a staff person lives nearby.

Working Options

When writing a *Lifeplan* it's important to think about where your son or daughter or friend will be working in the future. Will he or she work independently or on a crew with a supervisor? How do you decide?

Making a decision about a future work option is not easy. You will need to think about:

- What kinds of jobs your son/daughter/friend wants to do.
- The kinds of work options available in the local community.
- The kinds of training and supervision needed by your son/daughter/friend to work as independently as possible.

What about Options for Work?

When you're thinking about a future work option, it's a good idea to start planning right now. You would want to include in your planning:

- Goals and objectives which will help your son/daughter/friend work more independently. For example, taking a bus, asking for help when needed, etc.
- Plans to visit local community work options.
- Visits with others who know about work options for people with developmental disabilities.

Key Thoughts and Practical Hints about Working Options

- There are different types of work options depending on individual needs for training and supervision, e.g. individual placements; work crews, enclaves, etc.
- **Supported employment** is paid work in community jobs with the support needed to keep a job.
- You can start looking at the future with **A Checklist for Future Work Needs** (later in this chapter).
- When thinking about supported employment, it is important to find out about how income from employment affects other benefits, like Social Security.

Typical Community Work Options

The following work options which are often available in local communities.

In school, students may take part in career preparation activities and work experience programs. Once they graduate, they have many more chances to work and earn money. Everyone can work if they have the training and support.

Supported Employment is paid work in regular community jobs with the extra help and support needed to keep the job. The kind of work could be in a store or a factory or just about anywhere. The kind of help needed could be special training on how to work with a new tool, how to ride the bus, or how to solve a particular problem.

The **supported employment service provider** is a person who finds a job match between an employer and employee and makes a **placement**. Supported employment placement can be **individual** (one person at one job), **enclave** (a small group of people working at a job site), or **work crew** (a small group of people who move from job site to job site). On the job training is provided by a **job coach** who can also help the employee continue their employment with **follow-along** services.

Funding for the program is typically provided by the **Department of Rehabilitation**. To receive funding for this type of service, work goals must be written up in an **Individual Work Rehabilitation Plan**.

There are also training programs for persons who have not found work in community job sites. These programs are provided by **day service providers**. To receive funding for this type of service, training goals must be written up in the **Individual Program Plan.**

Leisure Options

Choosing leisure options for your *Lifeplan* is an important task. These are activities which will help provide community experiences for your son/daughter or friend and can be important settings for learning new skills. While it may seem difficult to think of leisure options, they're all around us. Below are some options you may find in your home and community:

- Games
  - Billiards
  - Ping pong
  - Cards
  - Video
- Raising pets
- Crafts
  - Painting
  - Drawing
  - Cooking
  - Sewing
  - Woodworking
- Swimming
- Golf
- Roller-skating
- Attending/giving parties
- Dancing
- Exercise
- Jogging
- Collecting
  - Stamps
  - Coins
  - Records
  - Posters
- Reading
- Fishing
- Riding bikes
- Team sports
  - Basketball
  - Football
  - Soccer
- Gardening
- Movies
- Concerts
- Plays
- Museums
- Beach
- Sporting events
- Library
- Camping
- Bowling
- Walking, Hiking
- Church
- Playing an instrument
- Skateboarding
- Skiing

Key Thoughts and Practical Hints in Planning for Leisure Options

- It's important that leisure options are both **age-appropriate** and **accessible**.
- You can look at your local leisure options by completing the **Leisure Options Survey** (later in this chapter) and the **Leisure Options Checklist** (also found later in this chapter).

Things to Remember About What Is and What Can Be

Here are some things you should remember about living, working and leisure options. If you can't remember, look back through the pages until you find the answer.

Living Options.

Are all living options the same?

__ yes __ no

Why are they different?

_____

_____

What are personal and incidental funds?

_____

_____

What are some things you should think about when planning for a future living option?

_____

_____

Should people with developmental disabilities be involved with decisions about where they are going to live?

__ Yes __ No

What are some things that might influence you when you look at a possible place for your son/daughter or friend to live?

_____

_____

Working Options.

What is supported employment?

_____

_____

What is a work crew?

_____

_____

What are some things you should think about when planning for a future working option?

_____

_____

Leisure Options.

What are some things you should think about when selecting a leisure option?

_____

_____

Name some leisure options that your son/daughter/friend likes to do right now.

_____

_____

Name some leisure options near home.

_____

_____

B. Thinking About the Future

Activities to help you begin planning for future living, working and leisure options.

How Do You Live?

Understanding the way you and your son/daughter or friend chooses to live now will help you think about future living options. Look at this list and make a mark in the bubble closest to the word which best describes how you and your son/daughter or friend live now.

Own Room	O	O	O	Share a room
Clutter	O	O	O	Neat
Lots of space	O	O	O	Little space
Apartment	O	O	O	House
Country	O	O	O	City
No yard	O	O	O	Yard
Active	O	O	O	Quiet
Lots of t.v.	O	O	O	No t.v.
Stay at home	O	O	O	Go out
Lots of guests	O	O	O	No guests
No rules	O	O	O	Lots of rules

Look at the words which best describe how you live now. Knowing how you choose to live now will help you make choices about future living options.

A Checklist of Future Living Needs

When thinking about future living options, you need to consider a number of things, like your son/daughter or friend's training needs and where they would like to live. Here is a list of things which will help you plan for future Living Options.

Where does your son/daughter or friend want to live after leaving school?

__ at home
__ on my own
__ other: _____
__ board and care
__ with a roommate

What kinds of help does your son/daughter or friend need in their current living arrangement?

__ none
__ help with getting dressed
__ help with with eating
__ help with self care
__ help with grooming
__ help with household chores
__ other: _____

Does your son/daughter/friend receive Social Security benefits?

__ Yes __ No

If yes, how much? _____

How much money does it take for your son/daughter/friend to live on?

Rent _____
Food _____
Fun _____
Other _____
TOTAL _____

Does your son/daughter or friend have special diet needs?

__ Yes __ No

If yes, are they:
__ vegetarian
__ over/underweight
__ food allergies
__ other: _____

Does your son/daughter or friend have special medical needs?

__ Yes __ No

If yes, what are they:
__ Equipment
__ Medicine
__ Other: _____

Does your son/daughter or friend have special religious needs?

__ Yes __ No

If yes:
__ attends church other than Sunday
__ attends church more than once a week
__ Other: _____

Does your son/daughter/friend smoke?

__ Yes __ No

Is your son/daughter/friend sexually active?

__ Yes __ No

Does your son/daughter/friend need training about sexual relation- ships and sexual exploitation?

__ Yes __ No

Does your son/daughter/friend use birth control?

__ Yes __ No

Is your son/daughter/friend active in the community?

__ Very __ Somewhat __ Not at all

Does he/she have friends?

__ Many __ Some __ None

Is your son/daughter/friend?

__ Outgoing; likes to be around people all of the time
__ Social; likes to be around people some of the time
__ Likes to be alone

How does your son/daughter/friend get around the community?

___ Special van
___ Walks or rides bike
___ Drives own car
___ Taxi
___ Parent or service provider
___ Rides bus on own
___ Other:_____

The answers to all of these are important when writing goals for the Living Options section of a Lifeplan. They are also important issues to discuss with any potential residential service provider.

A Housing Checklist

When preparing ***Lifeplan*** goals you should visiting some local community living options. This checklist can help you and your son/daughter or friend think about the things that you should look for when you visit. It will tell you things that are good about a house and things that could be better.

HOW TO USE THIS CHECKLIST

1. Make sure you, your son or daughter and friend get a chance to visit the house and look around.
2. Look at each item, and check "yes" or "no".
3. Jot down notes about what you found out.
4. Think about the things that you like about the house and the things that could be better.
5. Talk to some of the people who live in the house.
6. Compare these notes with the notes you have on other homes and then see which home might suit your son, daughter or friend the best.

Here is what several items from the checklist might look like when you are done:

		What we learned about the house
1.	The house is near other houses where people live. _X_ yes ___ no	There are houses all around this house. Some have families with children, others have one one or two people living in them.
19.	There are things to do at the house for fun and exercise. _X_ yes ___ no	After dinner people walk. On weekends, they go to the movies or to baseball games or swimming.
23.	People get to choose things -- like what clothes to wear and when to go to bed. ____ yes _X_ no	Everyone had to go to bed at the same time and weren't allowed in their rooms until after dinner.

What we learned about the house

1. The house is near other houses where people live.

   ___ yes ___ no

2. The house is close to stores, banks, places to eat and so on.

   ___ yes ___ no

3. The house is clean inside and outside.

   ___ yes ___ no

4. There is room to move around in the house without bumping into other people.

   ___ yes ___ no

5. There is a way to get heat into each bedroom.

   ___ yes ___ no

6. The bedrooms have a place to keep things, like a closet and a chest of drawers.

   ___ yes ___ no

What we learned about the house

7. The beds are nice to sleep on and are big enough for each person.

___ yes ___ no

8. The house looks like a place for adults.

___ yes ___ no

9. The bathrooms work well and are easy to get to.

___ yes ___ no

10. There are staff around when help is needed.

___ yes ___ no

11. The staff know how to help when needed.

___ yes ___ no

12. Staff can understand what people say and you can understand what they say.

___ yes ___ no

What we learned about the house

13. Staff have a van or car to take people places.

___ yes ___ no

14. Staff talk to people in a nice way and use first names.

___ yes ___ no

15. People can have friends and family come to the house and can talk to them privately.

___ yes ___ no

16. Staff are nice to friends and family when they visit.

___ yes ___ no

17. Everyone has a written plan called an Individual Service Plan.

___ yes ___ no

18. There is training that goes on each day to help people work on their Individual Service Plans.

___ yes ___ no

What we learned about the house

19. There are things to do at the house for fun and exercise.

___ yes ___ no

20. People can do things on their own like cook and wash clothes.

___ yes ___ no

21. People go to the doctor and the dentist when they need to go.

___ yes ___ no

22. The food tastes good and is nutritious.

___ yes ___ no

23. People get to choose things, like what clothes to wear and when to go to bed.

___ yes ___ no

24. People's rights are posted on the wall and staff tell people what they mean

___ yes ___ no

What we learned about the house

25. People do things in the community, like visit friends go shopping or to parties.

___ yes ___ no

26. Everyone helps make up the house rules.

___ yes ___ no

27. People who live in the house want to live there.

___ yes ___ no

28. People get their own mail and use the telephone.

___ yes ___ no

29. If you don't want to let someone in your room, you don't have to.

___ yes ___ no

30. If staff helps people with their money, they keep records of how it is spent and explain it.

___ yes ___ no

A Checklist for Future Work Needs

When thinking about future work options, you need to consider a number of things, like the kinds of work that your son/daughter/friend likes and wants to do. Here is a list of things which will help you start planning future Work Options.

What kinds of jobs are there in your community?

___ Industry; examples: _____
_____

___ Service; examples: _____
_____

___ Retail; examples: _____
_____

___ Other; examples: _____
_____

Will your son/daughter or friend work:
___ on their own (individual placement); or
___ with others (enclave or work crew)

Will they need help in:
___ finding a job
___ learning the job
___ keeping the job

How long can they work?
___ 2- 4 hours a day
___ 5-8 hours a day

Any problems with lifting?
___ yes ___ no

Any problems with walking?
___ yes ___ no

Any special physical needs?
___ yes ___ no
If yes, what are they:_____

Do they get to work on time?
___ yes ___ no

Do they get along with others?
___ yes ___ no

Do they currently have medical insurance?
___ yes ___ no

Do they currently receive social security benefits?
___ yes ___ no
If yes, how much per month?_____

How can they get to and from a job?
___ van ___ take bus ___ taxi
___ parent ___ walk ___ ride bike

Are there times when they could not work?
___ evenings ___ weekends ___ other: _____

Do they need any special training to be more independent at work?
_____
_____

You may not know the answers to all of these questions right now, but you need to think about them. These are also the kinds of questions you need to consider when writing goals for the Working Options section of the ***Lifeplan***.

Leisure Options Survey

The best way to start planning leisure options is to figure out what's available in your community. This survey will help you with that task.

List the leisure activities that you know your son/daughter/friend likes to do right now.

_____ _____
_____ _____
_____ _____
_____ _____

List the leisure activities within 1 mile of his/her home.

_____ _____
_____ _____
_____ _____
_____ _____

List the leisure activities in his/her community which are free.

_____ _____
_____ _____
_____ _____
_____ _____

List any other activities in his/her community that might be good leisure options.

_____ _____
_____ _____
_____ _____
_____ _____

What kinds of things does your son/daughter/friend do now for fun at home, in the neighborhood or in the community?

_____
_____

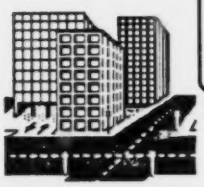
Think about the answers to these questions when you write goals for the Leisure Options section of the ***Lifeplan.***

Leisure Options Checklist

Once you've completed the Leisure Options Survey, use this checklist below to help you make decisions about leisure activities and to set ***Lifeplan*** goals.

	YES	NO
1. Is it accessible? Is the building or activity easy to get in and out of for people with disabilities?	___	___
2. Is it age-appropriate?	___	___
3. Is it integrated? Are there people involved in the activity that are not disabled?	___	___
4. Is it affordable?	___	___
5. Are reservations needed?	___	___
6. Is it close to public transportation?	___	___
7. Does it require special equipment?	___	___
8. Does it require unusual physical talent or endurance?	___	___

C. Strengths and Needs



REVIEW THE QUESTIONS ON THE FOLLOWING PAGES WITH YOUR SON/DAUGHTER/FRIEND AND ANSWER THEM TOGETHER.

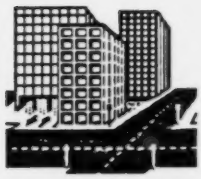
COMMUNITY ACCESS STRENGTHS

Here are some examples of places where people go in the community:

grocery store	department store	shopping mall
laundromat	repair shop	convenience store
fast food restaurant	sit down restaurant	ice cream parlor
doctor's office	dentist's office	beauty shop
barber shop	health club	YMCA
track	concert	swimming pool
recreational park	sporting event	bowling alley
skating rink	pool hall	tennis court
video store	library	movie theater
club	ball park	basketball court

Where do you go, how do you get there and what do you do there?

Place:	Transportation:	Activities:
Example(s) Grocery Store (e.g., Luckys Safeway)	Example(s) Bus, walk, driven by car	Example(s) Shop from a list and selects items



COMMUNITY ACCESS TRAINING NEEDS

Here are some examples of places where people go in the community:

grocery store	department store	shopping mall
laundromat	repair shop	convenience store
fast food restaurant	sit down restaurant	ice cream parlor
doctor's office	dentist's office	beauty shop
barber shop	health club	YMCA
track	concert	swimming pool
recreational park	sporting event	bowling alley
skating rink	pool hall	tennis court
video store	library	movie theater
club	ball park	basketball court

Where and what would you like to learn to do in the community?

Example: Get a haircut at the Joe's barber shop.

What gets in the way?

Example: I don't know how to take the bus.

Training Goals: Pick two things from that you would like to include in your *Lifeplan* and write them below.

RECREATION & LEISURE STRENGTHS

Here are some examples of things that people do for fun:

frisbee	ball games	t.v.
skateboard	bike	skating
swimming	exercise bike	jogging
aerobics	computer games	electric games
board games	cards	coins
records	tapes	books
sewing	assemble models	knitting
visit friends	dancing	radio

What do you do for fun?

Example: Listen to music tapes

Where do you do it?

Place: City Library

Activity:	Place:

RECREATION & LEISURE TRAINING NEEDS

Here are some examples of things that people do for fun:

frisbee	ball games	t.v.
skateboard	bike	skating
swimming	exercise bike	jogging
aerobics	computer games	electric games
board games	cards	coins
records	tapes	books
sewing	assemble models	knitting
visit friends	dancing	radio

What would you like to learn to do for fun?

Example: Play the tape recorder.

What gets in the way?

Example: I don't understand the buttons.

Training Goals: Pick two things that you would like to include in your ***Lifeplan*** and write them below.

HOME STRENGTHS

Here are some examples of things that people do at home:

Chores:		Self Care:
hand wash dishes	dry dishes	brush teeth
empty garbage	clean counters	shave
set table	clear table	use deodorant
use microwave oven	hang up clothes	dress self
dust	operate washer & dryer	shower/bathe
fold laundry	use a blender	feminine hygiene
clean sink	clean bathtub	eat with utensils
water lawn	pull weeds	toileting self-care
sweep sidewalk	use toaster	self care when sick
make sandwiches	rake leaves	self care when hurt
empty trash	mow grass	use cosmetics
clean spills	clean toilet	nail care
mop	wash windows	comb/brush hair

What chores/self-care do you do at home?

Example: Make my own bed

Activities:	Activities:

HOME TRAINING NEEDS

Here are some examples of things that people do at home:

Chores:		Self Care:
hand wash dishes	dry dishes	brush teeth
empty garbage	clean counters	shave
set table	clear table	use deodorant
use microwave oven	hang up clothes	dress self
dust	operate washer & dryer	shower/bathe
fold laundry	use a blender	feminine hygiene
clean sink	clean bathtub	eat with utensils
water lawn	pull weeds	toileting self-care
sweep sidewalk	use toaster	self care when sick
make sandwiches	rake leaves	self care when hurt
empty trash	mow grass	use cosmetics
clean spills	clean toilet	nail care
mop	wash windows	comb/brush hair

What would you like to learn to do or do better at home?

Example: Make my own lunch.

_____

_____

_____

_____

_____

_____

What gets in the way?

Example: I can't follow a recipe.

_____

_____

_____

_____

_____

_____

Training Goals: Pick two things that you would like to include in your ***Lifeplan*** and write them below.

_____

_____

WORK STRENGTHS

Here are some places people go to work:

lumberyard	doctor's office	library
restaurant	hospital	car dealer
grocery store	convenience store	bank
hardware store	motel/hotel	movie theatre

Here are some examples of things that people do at work:

follow directions	go to work on time	ask for help
completes work	get along with others	take the bus
buy snacks	take breaks	eat lunch
use the rest room	lift things	keep busy

Where do/have you worked?

Example: Restaurant

What do/did you do there?

Example: Bus dishes

Places:	Job tasks:

WORK TRAINING NEEDS

Here are some places people may go to work:

lumberyard	doctor's office	library
restaurant	hospital	car dealer
grocery store	convenience store	bank
hardware store	motel/hotel	movie theatre

Here are some examples of things that people do at work:

follow directions	go to work on time	ask for help
completes work	get along with others	take the bus
buy snacks	take breaks	eat lunch
use the rest room	lift things	keep busy

Where/what would you like to learn to do for work?

Example: Landscape nursery

_____

_____

_____

_____

_____

What gets in the way?

Example: I don't have a way to get to work.

_____

_____

_____

_____

_____

Training Goals: Pick two things that you would like to include in your ***Lifeplan*** and write them below.

_____

_____

D. All Things Considered

This section outlines many of the things which should be considered in developing a Lifeplan. For example, transportation, medical care, advocacy, social contact, sexual relationships, etc. After reviewing it, you should be ready for **Part 2: Writing A Plan and Making It Work.**

Working Options:

- What kinds of work does your son/daughter/friend want to do?
- What kinds of jobs are available?
- Can they work on your own (individual placement) or with others (work crew or enclave)?

Living Options:

- Where does your son/daughter/friend want to live?
- How do they want to live (with other people, on their own)?
- What kinds of help or supervision is needed (none or help with cooking and cleaning, etc.)?

Leisure Options:

- What kinds of things are there to do for fun at home, in the neighborhood, community?

Other Options:

Medical

- Does your son/daughter/friend need special health care?
- Special equipment?
- Special medicines or diet?

Social/Sexual

- Where do the friends of your son/daughter/friend live?
- Will there be chances for him/her to have fun with people at work, at home, with family, friends?
- Does he/she need training about sexual relationships and sexual exploitation?

Financial/Income Needs

- How much money will be needed to live on (for rent, food, fun)?
- What about insurance, benefits, taxes, social security benefits, etc.?

Transportation

- How will he/she get to and from work?
- How will he/she get to see friends or a doctor?

Advocacy

- Does he/she need an advocate, counselor, support group?

Part 2: Writing A Plan and Making It Work

Part 2 ..... provides you with information on:

A. Writing a Lifeplan

B. Putting your Lifeplan into Action

C. How People Learn

D. Basic Teaching Tips

E. Working with Others

A. Writing a Lifeplan

The following are step-by-step recommendations for writing a ***Lifeplan***. You will be writing short and long-term goals for your son/daughter/friend in each of the areas mentioned in **All Things Considered**.

Writing Goals

Goals are statements about the general direction that you are heading in the future. Some examples of goals are:

Will live in a supervised apartment.
Will learn how to cook independently.
Will learn to take the bus by himself.
Will learn to manage money on her own.

In your son/daughter or friend's *Lifeplan*, you will typically be writing two types of goals:

Training goals for learning new skills, such as:*cooking a meal* or *purchasing an item in a store.*

Activity goals for doing things that are important for your son/daughter or friend's future, such as visiting a *residential service* or finding out more about *social security* .

Some goals will be **short-term** (taking about six months to a year to complete) and others will be **long-term** (taking 1-3 years to complete).

Some Guidelines for Developing *Lifeplan* Goals

1. Try to develop a training and activity goal for each of the *Lifeplan* areas.

2. Try to develop a short and long-term goal in each area. It's important to write short-term goals that can be accomplished quickly and long-term goals to reach for in the future.

Sample *Lifeplan*

On the next page, you will find an example of a completed *Lifeplan* . It includes sample short and long-term goals for each area. Blank forms are included after the example so that you can write you own ***Lifeplan.***

Lifeplan

Date: 8/7/89
This *Lifeplan* is for: John D.
Name of planner(s): John, Jim and Lucille D.

Lifeplan Area: Living Options

Goal #1.	Type of goal:
Learn to cook simple meals.	Activity ___ Training X Short-term X Long-term ___

Goal #2.	Type of goal:
Visit residential programs in this county.	Activity X Training ___ Short-term X Long-term ___

Goal #3.	Type of goal:
Learn to wash and care for clothes.	Activity ___ Training X Short-term X Long-term ___

Lifeplan Area: Working Options

Goal #1.	Type of goal:
Work at the hospital after graduation.	Activity___ Training X Short-term ___ Long-term X

Goal #2.	Type of goal:
Find out about local work training programs.	Activity X Training ___ Short-term X Long-term ___

Goal #3.	Type of goal:
Visit community college vocational classes.	Activity X Training ___ Short-term X Long-term ___

Lifeplan Area: Leisure Options

Goal #1.	Type of goal:
Go to the park independently.	Activity ___ Training X Short-term ___ Long-term X

Goal #2.	Type of goal:
Visit community recreation program.	Activity X Training ___ Short-term X Long-term ___

Goal #3.	Type of goal:
Learn to use the record player.	Activity ___ Training X Short-term X Long-term ___

Lifeplan Area: Other Options

Medical

Goal #1.	Type of goal:
Learn to call 911 in emergencies.	Activity ___ Training X Short-term ___ Long-term X

Goal #2.	Type of goal:
None at this time.	Activity X Training ___ Short-term ___ Long-term ___

Social/Sexual

Goal #1.	Type of goal:
Learn to say "no" to strangers.	Activity ___ Training X Short-term ___ Long-term X

Goal #2.	Type of goal:
Look at sexual exploitation curriculum.	Activity X Training ___ Short-term X Long-term ___

Financial/Income

Goal #1.	Type of goal:
Learn to use checkbook.	Activity ___ Training X Short-term ___ Long-term X

Goal #2. Learn about social security benefits.	Type of goal: Activity X Training ___ Short-term X Long-term ___

Transportation

Goal #1. Learn to use the bus independently.	Type of goal: Activity ___ Training X Short-term ___ Long-term X

Goal #2. Visit mobility training program.	Type of goal: Activity X Training ___ Short-term X Long-term ___

Advocacy

Goal #1. Learn to call friends.	Type of goal: Activity ___ Training X Short-term ___ Long-term X

Goal #2. Visit People First Chapter.	Type of goal: Activity X Training ___ Short-term X Long-term ___

*Other:*_____

Goal #1.	Type of goal:
Learn to use the video camera.	Activity ___ Training X Short-term ___ Long-term X

Goal #2.	Type of goal:
Visit parents of graduates.	Activity X Training ___ Short-term X Long-term ___

Lifeplan

Date: _____
This *Lifeplan* is for: _____
Name of planner(s): _____

Lifeplan Area: Living Options

Goal #1.	Type of goal: Activity ___ Training ___ Short-term ___ Long-term ___
Goal #2.	Type of goal: Activity ___ Training ___ Short-term ___ Long-term ___
Goal #3.	Type of goal: Activity ___ Training ___ Short-term ___ Long-term ___

Lifeplan Area: Working Options

Goal #1.	Type of goal: Activity___ Training ___ Short-term ___ Long-term ___

Goal #2.	Type of goal: Activity ___ Training ___ Short-term ___ Long-term ___
Goal #3.	Type of goal: Activity ___ Training ___ Short-term ___ Long-term ___

Lifeplan Area: Leisure Options

Goal #1.	Type of goal: Activity ___ Training ___ Short-term ___ Long-term ___
Goal #2.	Type of goal: Activity ___ Training ___ Short-term ___ Long-term ___
Goal #3.	Type of goal: Activity ___ Training ___ Short-term ___ Long-term ___

Lifeplan Area: Other Options

Medical

Goal #1.	Type of goal: Activity ___ Training ___ Short-term ___ Long-term ___
Goal #2.	Type of goal: Activity ___ Training ___ Short-term ___ Long-term ___

Social/Sexual

Goal #1.	Type of goal: Activity ___ Training ___ Short-term ___ Long-term ___
Goal #2.	Type of goal: Activity ___ Training ___ Short-term ___ Long-term ___

Financial/Income

Goal #1.	Type of goal: Activity ___ Training ___ Short-term ___ Long-term ___

Goal #2.	Type of goal: Activity ___ Training ___ Short-term ___ Long-term ___

Transportation

Goal #1.	Type of goal: Activity ___ Training ___ Short-term ___ Long-term ___
Goal #2.	Type of goal: Activity ___ Training ___ Short-term ___ Long-term ___

Advocacy

Goal #1.	Type of goal: Activity ___ Training ___ Short-term ___ Long-term ___
Goal #2.	Type of goal: Activity ___ Training ___ Short-term ___ Long-term ___

Other : _____

Goal #1.

Type of goal:
Activity ___
Training ___
Short-term ___
Long-term ___

Goal #2.

Type of goal:
Activity ___
Training ___
Short-term ___
Long-term ___

Lifeplan Review

After your *Lifeplan* goals have been written, you should look at each goal and ask the following questions:

		YES	NO
1.	Will it help my son/daughter/friend after they leave school?	___	___
2.	Will it help them learn to be more independent?	___	___
3.	Will it help them learn to work and live with people who are not disabled.	___	___
4.	If the goal is about training--		
	Will the training happen in the place where it should-- like using money in a store?	___	___
	Will the training use the real item--like using real money when learning how to count?	___	___
	Will it happen at the time things are usually done-- like brushing teeth after a meal or before going to bed?	___	___
	Will it be useful in the community?	___	___

If there are a lot of "no" answers to these questions, then you think about writing a new goals.

B. Putting Your Lifeplan into Action

Once you have developed your ***Lifeplan*** goals, you should plan actions that will help you meet these goals. Here are some examples of Action Plans that you may find helpful. A blank worksheet is included to help you plan actions for your activity and training goals.

ACTION PLANS

Activity Goal: Learn about Social Security benefits

What will it take to complete the activity:

A trip to the Social Security office to get printed information and a meeting with a representative to discuss questions and concerns.

Who will do it? John and his parents

Training Goal: Learn to purchase items at store

What will it take to learn the new skill:

1. John will begin helping with the grocery shopping at home by choosing items from the weekly list.
2. John will be given enough money to pay for the groceries at the checkout stand.
3. Mom will bring up shopping at John's next IEP, ask for an objective about money use and request opportunities for John to learn about shopping in the community.

Who will do the training? John, his parents and his teacher

Where will it happen? Home, school and in the community

ACTION PLANS

Activity Goal:
What will it take to complete the activity:
Who will do it?

Training Goal:
What will it take to learn the new skill:
Who will do the training? **Where will it happen?**

(You may need to make extra copies of this form.)

C. How People Learn

This section describes some things that we know about how people with developmental disabilities learn new things. This information will help you to help your son/daughter or friend to learn the skills needed to accomplish their ***Lifeplan*** goals.

Key Thoughts and Practical Hints about How People Learn

Parents, professionals and advocates in the field of special education seem to agree that it's best to teach students with developmental disabilities those skills which will prepare them for **future adult living and working environments.** Some things typically happen in the school years which lets us believe that they're right:

- Students with developmental disabilities learn fewer **skills** than their peers (who do not have disabilities) in the same amount of time.
- It takes more direct experience for students with developmental disabilities to learn new skills.
- If there isn't a chance to practice a new skill, students with developmental disabilities will often forget it.
- Learning something in one place doesn't mean that students with developmental disabilities will know how to do it in another place.
- People with developmental disabilities learn best when they are in natural environments (e.g. the kitchen, workplace, etc.) using natural materials (e.g. money, work tools, etc.) at natural times (e.g. work hours, dinner time, etc.)

How People Learn and Writing *Lifeplan* Goals

The following things should be considered when you write ***Lifeplan*** Goals:

1. People learn things best in the places where they happen-
   like shaving in the bathroom or making a bed in the bedroom.

2. People learn things best when they use the real item-
   like using real money when learning how to count.

3. People learn things best when they do them at the time they are usually done-
   like brushing teeth after a meal or before going to bed.

4. People learn best from other people-
   like learning how to work in places where other people work.

5. People learn best when the things that they learn are useful-
   like using the telephone or how to write a check.

6. It is important to think about things to learn that will help your son/daughter or friend become more independent where they live, work and play right now and where they will live and work and play in the future.

How Students Learn: An Activity

Here is an activity to see how the ideas in this section relate to the things that your son/daughter or friend learns at school, at home or at work.

1. Name 2 skills that your son/daughter/friend learned this past year.

   A. _____

   B. _____

2. Where were these skills taught?

   A.
   ___ in the classroom ___ at home ___ at a job
   ___ in the community ___ all of these places

   B.
   ___ in the classroom ___ at home ___ at a job
   ___ in the community ___ all of these places

3. Where can they be used?

   A.
   ___ in the classroom ___ at home ___ at a job
   ___ in the community ___ all of these places

   B.
   ___ in the classroom ___ at home ___ at a job
   ___ in the community ___ all of these places

4. Will they help your son/daughter/friend be more independent?

   A. B.
   ___ yes ___ no ___ yes ___ no

5. Does your son/daughter/friend get a chance to practice these skills?

   A. B.
   ___ yes ___ no ___ yes ___ no

If the two skills that your son/daughter/friend learned over this past year:

- were taught in more than one place;
- can be used in more than one place;
- help lead to more independence;
- are practiced often;
- there is a good chance that these skills will be successfully used in both current and future living and working environments.

If not, you should refer back to **How People Learn and Writing *Lifeplan* Goals.**

Things you Should Remember about How People Learn

Here are some things you should remember about this section. If you don't, look back through the pages until you can find the answer.

What are some things that we know about how people with developmental disabilities learn?

_____

_____

What is a skill?

_____

_____

Where would you teach someone to purchase groceries?

_____

When would be the best time to teach someone to brush their teeth?

_____

_____

D. Basic Teaching Tips

If you're helping put the *Lifeplan* into action, you may be teaching your son, daughter or friend some of the skills needed to reach the goals you have written. Below is a brief description of some of the ways you can teach new skills:

Shaping : is a way to teach new skills. The idea is to praise successful completion of small parts of the new skill. For example, if the skill you are teaching is washing hands, then you might first praise for picking up the washcloth or turning on the water. Next you might praise for rubbing hands together with soap. Eventually, you would praise for completing the whole task.

Prompting : is a way to give cues on how to complete a new task. For example, you could use a:

- *verbal cue,* say "Wash your hands";
- *gestural cue,* point to the sink and washcloth;
- *modeling cue,* show how to wash hands by doing it yourself; and
- *physical cue,* put your hands over their hands and guide them through hand washing.

Or you could use several cues in combination.

Minimum necessary : is starting with the least amount of help necessary for someone to learn a new skill. For example, don't physically guide someone through something, if they can do it with a verbal cue.

Fading : is gradually taking away the cues so that the person has a chance to complete the task on their own. You should do this as soon as possible, so people don't get used to the cues and become dependent on the person who gives them.

Reinforcement : is positive feedback that rewards a person for completing a task correctly. In the example of washing hands, you might say "Good job washing your hands." Some things to remember about reinforcement are-

- give positive feedback right after the task is completed correctly;
- make sure to say why you are giving the feedback
- sound natural when you're giving the feedback; and
- don't overdo it.

Putting It All Together

Choose a training goals from the Action Plan worksheet, for example:

Training goal: Using the rest room at the park.

Next, determine the steps involved in completing the skill. You can do this by watching someone else do it or by doing it yourself.

General instructional steps:

1. Locate the appropriate rest room by finding location cues, e.g. sign for men or women's. rest room.
2. Enter the rest room and stall.
3. Use the toilet.
4. Wash and dry hands.
5. Leave the rest room.

The next thing to do is to find out where your son/daughter or friend is at in the general instructional steps. You can do this by going to the park and observing what happens when they want to use the rest room. Try not to give any kinds of help unless needed, this way you can find out which steps can be completed independently and where training is needed.

Now it's time to start training on the steps where help is needed. Remember to:

1. Use a cue for starting the step, e.g. point to the rest room stall;

2. Give positive feedback for completing any part of the step correctly;

3. Stop giving cues every now and then to see if the step can be completed independently;

4. Fade out the cues as soon as possible.

E. Working with Others

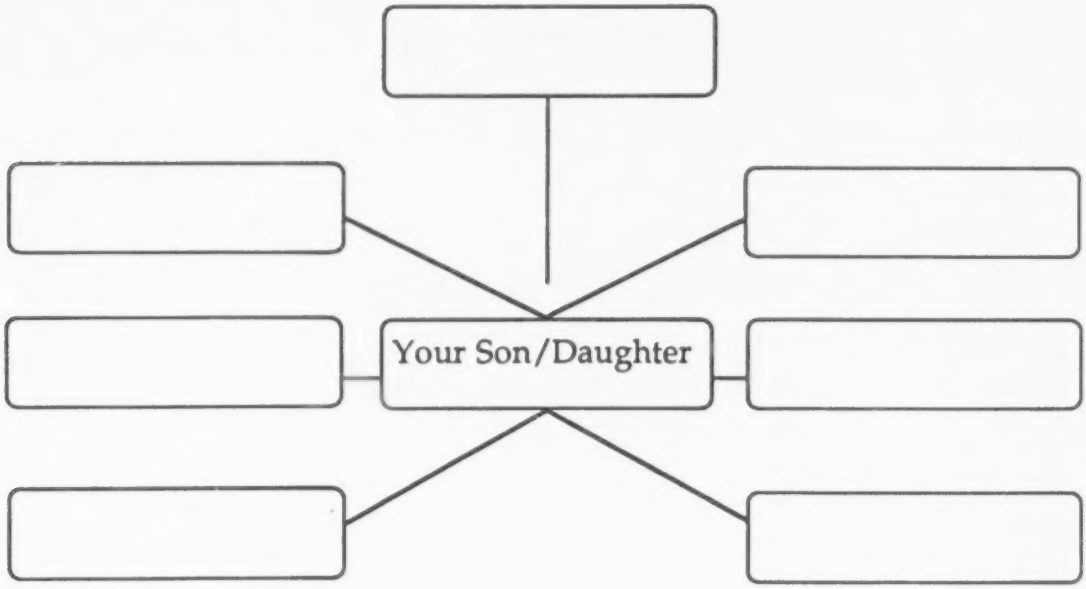
After you have written the Lifeplan, you may need some help putting it into action. This section has information on how to get others involved in your ***Lifeplan,*** for building a team, basic advocacy tips and ways to get the most out of school.

Activity #1: Building Your Team

If you decide you need some support in helping your son/daughter or friend live and work in the community, you could start by building your own **team**. Your team can help with information, problem solving, learning new things, friendship and support. Team members might include:

- family members
- case manager
- people you live with
- people you work with
- friends
- neighbors
- teacher

Fill in the spaces around **your son/daughter or friend** with the people you want on your team.



Activity #2: Your Team Meeting

Invite the members of your team to meet with your son/daughter or friend. You should have a meeting at least every six months and maybe more often. The kinds of things you should discuss with your team might be:

- help in writing activity or training goals;
- ideas on how to teach;
- sharing responsibilities for working with your son/daughter or friend;
- where to get services in the community;
- adding new people to the team;
- things to do and places to go for fun with your son/daughter or friend;
- support for your son/daughter/friend when they are having problems;
- reviewing and changing *Lifeplan* goals when necessary.

Here are some things to consider when meeting with your team:

- decide who will lead the meeting (it should be you, but you can ask someone else to help);
- set some simple rules for your meeting, such as- don't talk when others are talking and don't hurt others feelings;
- keep the meeting informal and let people say what's on their minds;
- have someone take notes and keep a record of the things you decide to do; and
- be sure and set a time and date for your next meeting and decide if there are other people who should attend.

Activity #3: What Happened at Your Team Meeting

When was the meeting?:_____
Who was there?:

What help did you ask for?	Who will help?	What will they do?

When is your next team meeting?

Where will it be?

Is there anyone else to invite?:

Getting the Most Out of School

Special education has come a long ways towards teaching students the skills they need to live and work as independently as possible in the adult world. This has been done by:

- Placing students with disabilities in schools and classrooms with other students of the same age who do not have disabilities. As you remember from **How People Learn**, one way to learn a skill is to watch others. A good way to learn how to live and work in the community is to be around others who do.
- Teaching skills which can be used later in life such as: purchasing items in a store, working at a local business and eating in a restaurant.
- Expanding the walls of the classroom by teaching students new skills where they happen in the community.
- Planning now for what will happen after a student graduates or leaves school. This planning is often incorporated in a student's IEP or separately as a part of an Individual Transition Plan.

Individualized Planning

Individualized Education Plans (I.E.P's) have been required for students in special education since the passage of **Public Law 94-142**. I.E.P.'s must include:

- a statement of what the student is currently doing in school;
- annual goals and **objectives**;
- need for special services, e.g. physical therapy, etc.;
- a plan for **integration** with students who are not disabled; and
- timelines for reaching objectives and a way to tell if they have been completed.

The best way to get the most out of these services is to make sure that your son/daughter's Lifeplan goals are included in the Individual Education Plan.

An I.E.P. Checklist

If you are wondering if your son/daughter or friend is getting the most out of their school services, you should ask yourself the following questions. If you don't know the answers you should review your son/daughter's IEP; visit his or her school; meet with the teacher and responsible administrator; and request that they answer the questions:

Does teaching happen in the community?
___ yes ___ no

Do the skills which are taught help people become more independent?
___ yes ___ no

Are there goals, objectives and activities about transition to adult living and working environments?

___ yes ___ no

If yes, do they include:

___ working options
___ income needs
___ transportation
___ living options
___ medical needs
___ recreation

Do students with disabilities and without disabilities:
Ride the same buses?
___ yes ___ no

Share the same classrooms ?
___ yes ___ no

Do things at the same time, e.g. eat lunch, recess, etc.?
___ yes ___ no

Go on field trips together?
___ yes ___ no

Are there things that could be going better? Does the student need any special help?
Please explain: _____
_____

If there are a lot of "no" answers to these questions or if things could be going better, then you should ask for another IEP meeting and consider requesting a fair hearing.

Basic Advocacy Tips

When you are working with other people who are involved with your son, daughter or friend, you will often need to **advocate** for the goals you have developed in the *Lifeplan*. Here are some things to remember if you meet with a teacher, case-manager, etc.

Things to do before the meeting:

- Review what you have written in the *Lifeplan* .
- Review what has been written in the Individual Education Plan, Program Plan and Transition Plan.
- Remember to write down any questions you want to ask.
- Ask who else will attend the meeting and make sure that no one is left out.

Things to do at the meeting:

- Show people the *Lifeplan* and make sure to talk about the kinds of living, working and leisure goals you have developed.
- Be positive.
- Ask questions.
- If you need help from someone else during the meeting, then ask for it.
- Take notes or bring a tape-recorder.
- Remind people that it's their job to help your son, daughter or friend get the kind of services and training they will need to live as independently as possible.
- Ask for help if you do not agree with the things that are written in the plans for your son, daughter or friend.
- If it's a meeting about an Individual Education or Program Plan, then you have a right to ask for a fair hearing.

A Plan for Community Organization

To make the *Lifeplan* work for your son/daughter/friend and others requires the support of the whole community. To help get this support, you might consider starting a local *Lifeplan* Committee. It could also be called a Supported Life Committee or anything you wish. Here are some suggestions for such a committee:

Members should include:

- Students
- Department of Rehabilitation staff
- Local Special Educators
- Day Service providers
- Community college staff
- Adult Education staff
- Employers
- Other interested persons
- Parents
- Case Management staff
- Residential Service Providers
- Supported Employment Service Providers
- Advocates
- Local government representatives

The duties of this committee could include:

- Coordination of transition planning;
- Coordination of local supported employment efforts;
- Encouragement of local business participation in supported employment;
- Training for consumers, parents and service providers in supported life planning; and
- Development of local plans for new services.

Some ideas for the committee to consider are:

- Hold quarterly public meetings;
- Invite directors of community agencies;
- Identify problems that need to be brought to the committee;
- Finding a sponsor to provide mailing, a place to meet, etc.; and
- Having a parent or person with a developmental disability as chairperson.

How to tell if the *Lifeplan* is Working

About every six months, you should look at your *Lifeplan* to see if things are going the way they should. Ask yourself:

		YES	NO
1.	Is he/she learning to be more independent?	___	___
2.	Is he/she learning to work and live with people who are not disabled.	___	___
3.	Is skill training taking place in the community?	___	___
4.	Is he/she working where they want to?	___	___
5.	Is he/she living where they want to?	___	___
6.	Does he/she get to see their friends?	___	___
7.	Do he/she need any special help?	___	___
8.	Have your *Lifeplan* goals been included in the IEP or IPP?	___	___
9.	Do you and your son/daughter need more information?	___	___
10.	Have you received the services that you wanted for you son/daughter/friend?	___	___

Are there things that could be going better?

_____

_____

_____

_____

If there are a lot of "no" answers to these questions or if things could be going better, then you should:

- Review the **Basic Advocacy Tips**;
- Meet with the members of your team;
- Consider asking for a new Individual Education Plan, or Transition Plan;
- Consider asking for a fair hearing;
- Review the ***Lifeplan*** goals and objectives and consider changing them.

Remember that you have put considerable time, thought and effort into your son/daughter or friend's Lifeplan goals. You should only consider changing them if:

- A training or activity goal is no longer relevant to future living, working or recreation options; or
- Other goals have become more important.

Glossary & References

Glossary

A complete list of the terms used in this workbook.

Accessible: Activities or places which can be used by people with disabilities. Accessibility usually has to do with whether or not you can get to a place in a wheel chair.

Advocacy: Standing up for someone else's rights and needs as if they are your own.

Age-Appropriate: Activities or skills which are appropriate for a person with a developmental disability and are based on chronological age. That is, those things that someone else the same age without a disability would be doing.

Daily Living: Those skills which are needed to get through the day like getting dressed, eating, etc.

Day Service Provider: Provides training a program for persons with developmental disabilities. These programs are funded by the Department of Developmental Services. Training is provided in work, community access and independent living skills. Paid employment is often a part of the program.

Department of Labor: Sets the standards for how much people get paid and has regulations for special wages, e.g. subminimum.

Enclave: This is a work situation where there is a small group of people with developmental disabilities working in a community business with a supervisor who assists them.

Follow-along: This is what happens after a person is placed on a job. If something is needed to keep a job, there will be someone there to help. This is called follow-along.

Functional Skills: Skills that are important for everyday living and working.

Future: One to five years from today.

Goal: This tells the general direction a person is going in, like "living in an apartment or working in the community."

Independent Living Program: This is a service agency which provides people who live on their own with the types of support that will keep them living independently.

Independent Living Skills Training: This is training which helps people who will someday be living on their own or with very little supervision.

Individual Education Plan: This is a written plan which tells a student's present strengths, and goals and objectives for the school year. The I.E.P. is written for students who receive special education services.

Individual Placement: The placement of one individual with a developmental disability into a community job.

Individual Program Plan: This is a written plan which tells what a person needs to be more independent. The I.P.P. is written for people who receive regional center services.

Individual Service Plan: This is a plan which is written when someone goes into out of home placement. It outlines the type of training and supervision that a person needs to live as independently as possible.

Individual Transition Plan: This is a written plan which tells what a person will need to live, work and play as adults. It should be written at least four years before someone is leaving school. The I.T.P. is written with the help of the student, parent, teacher and regional center staff.

Individual Written Rehabilitation Plan: This is a written vocational plan which tells a person's goals for work and the kind of training it will take to reach those goals.

Integration: This happens when students with disabilities are located in the same school as students without disabilities and when they participate in the same activities at the same time.

Job-coach: This is the person who helps get people used to a new job. That means helping someone learn how to do the job in the way that's best for them.

Living Options: This is the part of your *Lifeplan* which looks at present and future living needs.

Living and Working Environments: Those community locations where people with and without disabilities live and work.

Objectives: Are specific statements about what someone will learn, in what period of time, where the learning will take place and how to tell if the objective has been completed.

Personal and Incidental Funds: People who receive Social Security benefits, receive a part of that money for personal needs like shampoo, deodorant, toothpaste, etc.

Placement: This is what happens by matching what the employer needs with what you have to offer as a worker. There are individual placements and placements with others like work crews or enclaves.

Public Law 94-142: The federal law which established special education programs for students with special needs, e.g. developmental disabilities.

Rates: This is the funding that residences receive for the training and supervision of people that live there.

Residential Service Provider: A person or persons who provide a place to live with different amounts of training and supervision for people with developmental disabilities.

Skills: Those things we learn which allow us to be more independent at work, home or in the community.

Social Security benefits: Many people with developmental disabilities are eligible for Social Security benefits. These benefits help pay for the costs of out of home placement.

Special Education: Services for students who are not succeeding in regular education and need additional educational experiences in order to become independent, productive adults.

Supported Employment: Paid employment for persons with developmental disabilities who need ongoing support in the work setting (e.g. supervision, training, transportation) in order to maintain their job.

Supported Employment Service Provider: Provides employment options for persons with developmental disabilities. This service is funded by the Department of Rehabilitation.

Transition: Movement from one kind of program to another, for example, moving from special education to work.

Work Crew: A small group of people with a supervisor who go from job to job in the community.

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